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ABSTRACT

This manual is designed for persons who are responsible for implementing career-mentoring programs, especially for middle and junior high school girls, emphasizing nontraditional, high-wage occupations. Such a program is recommended by the School-to-Work Opportunities Act as a connecting activity. The manual is organized in two sections plus appendixes. The first section introduces and defines the concept of mentoring, suggesting implications for career mentoring. It defines mentoring project goals and provides tips for getting started. The second section is a how-to guide for beginning and implementing a mentoring program. Topics covered include the following: (1) planning a career-mentoring program; (2) introducing the business community to the concept of career mentoring; (3) recruiting, screening, and training mentors; (4) coordinating mentor/mentee matching and providing ongoing support; (5) providing ongoing support for mentors and mentees; (6) using the media; and (7) evaluating the program. Appended are selected mentoring models and public relations products and sample forms. An annotated bibliography of career and gender-equity resource information contains the following: 12 career assessment tools, 12 publications on gender equity, 14 gender equity organizations, 8 middle school career publications, 13 career publications for girls, 2 other resources, 7 national organizations, and 6 resource organizations for career information. (Contains 12 references.) (KC)

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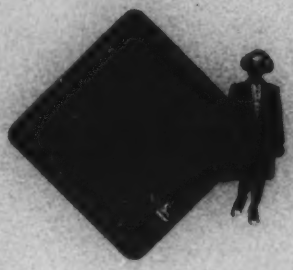
Coordinator's Manual



A Florida School-to-Work, Gender Equity Initiative

Career Mentoring for Middle- and Junior-High-School Girls

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Coordinator's Manual

A Florida School-to-Work, Gender Equity Initiative

Career Mentoring for Middle- and Junior-High-School Girls

September 1996

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Dear Career-Mentoring Coordinator,

The School-to-Work reform movement has alerted us to the need for youth to explore and define their career interests earlier than in the past, even as young as in elementary school. Career counseling is especially important for young girls who still are conditioned to focus on their future family roles. Today three-quarters of women with children in grades K-12 are in the labor force. Surveys indicate that most working women regret not having decided on a career early and feel they did not have the time to prepare for the ideal career.

By implementing a mentoring program for middle-school girls in nontraditional occupations, you are charting new territory. Even our staff who have worked in gender equity can not predict our chances for success with girls this age. We all agree, however, that girls who know early that they want a nontraditional career will save themselves lost years in retraining and lost income. Such compelling outcomes make the effort worthwhile.

Most women in nontraditional careers chose their occupations after age 21. They learned from experience that they could not achieve economic self-sufficiency for themselves and their families in a traditional occupation. You are charged with asking middle-school girls to explore the nontraditional when these girls are experiencing their conformist stage. "Nontraditional" implies that a person will "stick out" in the reference group, and conformists don't want to be identified as being different.

This manual, with your mentors' manual, *Career Mentoring for Middle- and Junior-High School Girls*, should give you nearly everything you need to operate the program. Let the organizations in Appendix C be *your* mentors. As similar mentoring projects start in other parts of the state, reach out to mentor them. As we say in the project's public service announcements, "Make a difference, be a mentor."

Best wishes,

Joseph E. Stephens

Joseph E. Stephens, Director
Division of Workforce Development

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SECTION I

INTRODUCTION

This manual is designed for individuals who are responsible for implementing career-mentoring programs that have an emphasis on nontraditional and high-wage occupations as they relate to middle- and junior-high-school girls.

Every school system and organization can benefit from the support of professionals—in the private-business sector, government, science, and the arts communities—who are interested in mentoring students. Statistics show that success in later life correlates with the active presence of involved, caring adults in earlier life. The challenges for you as a program coordinator are, first, to access the women in nontraditional and high-wage careers in your community; second, to convince schools and the business community that this partnership can work; and third, to institutionalize the career-mentoring program in order to serve the maximum number of students.

At an early age, young girls tend to narrow their career choices into one of three categories: teaching, nurturing/caretaking, and clerical/secretarial. As a result of culture-based stereotyping, girls select themselves out of high-wage career options. Educators are now advising early career counseling and planning for both genders. Elementary school is viewed as the prime level at which to begin career planning. The early adoption of career goals can motivate students before they disengage from learning or drop out of school.

Girls tend to believe that they have access to fewer occupations than do boys, and, consequently, they have lower expectations for their own success. When teachers and counselors talk to girls realistically about job opportunities, advancement, and wages, girls become more interested in exploring nontraditional areas. Consequently, participating schools must be willing to provide staff-development training in this area in order to clarify and make coherent the school's message on career choice. **To pursue a nontraditional career, a young woman needs evidence *that* she can—and *how* she can—succeed.** First-person evidence is lacking in the school setting where females comprise less than 10 percent of all teachers in industrial, agricultural, and technical classes.

Florida participates in a national initiative to provide a system that prepares all students for high-skill, high-wage careers and to provide career-related instruction and preparation for postsecondary as well as lifelong learning. **The School-to-Work (STW) Opportunities Act (Federal Public Law 103-329) was signed into law in May 1994. Gender equity is stressed throughout the act, and opportunities exist for the inclusion of equity and diversity considerations.** For example, the intent of the act is "to increase opportunities for minorities, women, and individuals with disabilities, by enabling individuals to prepare for careers that are not traditional for their race, gender, or disability" (STW Jump Start Equity Kit, 1995).

The School-to- Work Opportunities Act provides resources and directions for an educational reform movement that is composed of

- **school-based learning**
- **work-based learning**
- **connecting activities**

The last of these ensures a connection between the skills and knowledge learned in the classroom and those used in the work site. The School-to-Work system advocates the use of workplace mentors who can play key roles in successful partnerships between schools and employers.

PROJECT GOALS

Statewide

A work plan has been developed through the School-to-Work system to provide career mentoring programs in nontraditional occupations for young girls. Following are the four goals of the **statewide Career Mentoring Program for Middle- and Junior-High-School Girls:**

Goal 1: To increase the number of middle- and junior-high-school girls enrolling in education and training for nontraditional and/or high-wage careers offered through School-to-Work and related programs.

Goal 2: To provide a workplace program that enhances the roles that mentors and other support relationships can play in professional and career development.

Goal 3: To provide training and support to prospective career mentors in order to establish a consistent, professional structure to the statewide effort.

Goal 4: To provide a consistent context for local educational agencies and organizations that wish to establish a mentoring program for their middle- and junior-high-school girls.

Local

Local project goals, which may vary from school to school or organization, should address recruitment strategies, training needs, and support activities. Refer to the section on Planning a Career-Mentoring Program.

MENTORING DEFINED

Men•tor (men'tôr, -tər) n. A wise and trusted friend and guide.

Mentoring dates back to Greek mythology. Odysseus, a leader in the Trojan war, had a son, Telemachus. As Odysseus went off to war, he rendered the care of his son to his trusted friend, Mentor. Mentor was to act as parent, teacher, role model, advisor, guide, and counselor to Telemachus. It is this description of Mentor's role that became the foundation for the more modern description of the relationship between a mentor and a mentee.

Mentors are motivated adults who serve as advisors, counselors, sponsors, role models, and tutors to young people. A mentor encourages, listens, gives advice, and shares information and experiences with a young person. A mentor is always impartial and, as an advisor, is understanding, caring, and nonjudgmental.

A **career mentor** offers support to a young person in an effort to guide that person along a fulfilling, self-directed **career path.** In the workplace, a career mentor can pass along the skills, knowledge, and professional attitude that the mentee needs to master. The career mentor also assists in guiding and challenging the mentee to perform well. **Career mentors provide an important link between the work site and the school.**

A career mentor

- represents a role model for the mentee,
- works with the mentee in a one-to-one or small-group situation,
- serves as a link to the work environment,
- helps relate the mentee's schoolwork to the demands of the workplace, and
- acts as a contact who is knowledgeable about or actively involved in a career in which the mentee is interested.

Learning experiences should be offered to

- **familiarize the mentee with the work environment,**
- **increase the mentee's occupation-specific knowledge and skills, and**
- **relate classroom learning to worksite activity.**

IMPLICATIONS FOR CAREER MENTORING

- Gender bias in the classroom is usually unconscious—teachers want to be fair to girls and boys in their classrooms.
- The result of gender bias in the schools amounts to tracking girls away from courses of study that lead to high-skilled, high-paying, high-technology careers and into less rewarding jobs.
- Girls' feelings about academic performance correlate strongly with their relationships with teachers, who are predominantly women.
- The middle-school years are a minefield for girls. Girls who seem resilient and willful in childhood often lose confidence in early adolescence.
- Women become most interested in nontraditional occupations when they are actively recruited.
- Mentoring has been recognized as an effective approach toward reducing isolation and providing support for students of color.
- Mentoring has been proven beneficial in reducing the time needed for advancement.
- Research findings on cross-ethnic mentoring relationships are mixed; it appears that mentors of the same ethnicity as their mentees often offer added benefits, especially for students of color.
- Because white males occupy the majority of advanced positions, it is inevitable that cross-gender and cross-ethnic mentoring relationships will take place.
- Most young women do not see themselves working in nontraditional fields. They need consistent exposure to materials and career-exploration activities (job shadowing or talking with a female role model) to stimulate their interest.
- The younger the students, the more accepting they are of nontraditional careers. Those who are older have more defined attitudes towards career options.

Sources: Adapted from *Workplace Mentoring for Youth, Contexts, Issues, Strategies; Barriers to Women Entering the Workforce;* and *Knowledge and Attitude Toward Nontraditional Careers and Girls in the Middle: Working to Succeed in School.*

GETTING STARTED

Many variables are involved in introducing a mentoring program into a community. School-district and organization policies may specify certain elements of the implementation process and, because of safety and risk-management issues, may dictate general policies and procedures. Before getting started, check school-district or organization policies and procedures regarding one-on-one mentoring programs. This will save you a lot of time as you proceed in developing your career-mentoring program.

This manual is divided into the following topics:

- Planning a Career-Mentoring Program
- Introducing the Business Community to the Concept of Career Mentoring
- Recruiting, Screening, and Training Mentors
- Coordinating Mentor/Mentee Matching and Providing Ongoing Support
- Providing Ongoing Support for Mentors and Mentees
- Using the Media
- Evaluating the Program
- Appendices
  - Appendix A: Selected Mentoring Models and Public-Relations Products
  - Appendix B: Sample Forms
  - Appendix C: Career and Gender-Equity Resource Information
- Bibliography

SECTION II

PLANNING A CAREER-MENTORING PROGRAM

Reviewing Existing Models

Mentoring has become a significant program activity nationwide with many different looks and different structures. When planning your own program, review the existing models and select successful elements from these programs to match your program's needs. There is no need to "reinvent the wheel."

See Appendix A for a partial list of successful mentoring programs.

Developing Career-Mentoring-Program Goals

When planning your program, identify the specific goals you hope to achieve and include within those goals, recruitment strategies, training needs, and support activities. The more carefully you plan, the more successful your implementation will be. Clear goals must be established so that they can be measured and evaluated over a period of time. Goals are stated in the request for proposal as well as your own proposal.

Identifying Implementation Goals and Strategies

Utilize a small committee to help you in identifying goals and strategies for implementation. Choose appropriate people carefully to ensure that everyone who needs to buy into the program has the opportunity to do so. The group who initially helps you implement a career-mentoring program in a school district could include:

- district vocational-technical program director
- district equity coordinator
- middle- or junior-high-school administrators
- district volunteer coordinator
- guidance counselor and/or occupational specialist
- business representatives
- School-to-Work coordinator for your consortium

Choose a team that can assist you in providing strategies for implementing the goals of your career-mentoring program. Because of the individual nature of any career-mentoring program, other people may need to be added to the list. Meet with them as a group. Your team should speak with one clear voice. Push the team to achieve consensus on all issues, regardless of difficulty or complexity. Keep the committee as small and informal as possible; this will give you a more relaxed atmosphere and more room for discussion.

During the initial meeting, the following should be covered:

- **overall project goals**
- **program structure** (Will it be group mentoring, one-on-one mentoring, worksite mentoring only? How many mentors and mentees will your program involve? What time commitment will be requested of the mentoring relationship?)
- **suggested mentor/mentee activities**
- **potential sites for the project**
- **businesses and occupational areas to target**
- **recruitment and training of mentors and mentees**
- **district policies and procedures involving one-on-one mentoring**
- **school-based contacts for the program**
- **other community/school-district mentoring initiatives**

Once a school has been selected for participation, request that the principal **create a school-based team** and identify a contact person. The team may include the principal or a designee, the guidance counselor, and the teacher or teachers who will be involved in career and worksite training for the mentee. The appropriate people to include on the school-site team will depend on the structure of your particular career-mentoring program.

INTRODUCING THE BUSINESS COMMUNITY TO THE CONCEPT OF CAREER MENTORING

Many associations and business organizations such as the American Association of University Women and the Chamber of Commerce have monthly meetings or luncheons where you could introduce your career-mentoring program. Arrange for a brief presentation during which you can sketch out your proposed program and its rationale. Following the meetings, make a personal phone call or visit each business or company that you are targeting and attempt to get from each a commitment to become involved.

Become an advocate for career mentoring by suggesting a cogent rationale for initiating a career-mentoring program within a specific business or a company:

- **Boost employee moral.**
- **Renew the private sector's commitment to education.**
- **Build corporate citizenship.**
- **Enhance the local community's quality of life.**

If you are not able to make presentations or to visit each association or business organization personally, request that career-mentoring brochures or fliers be placed in employee lounge areas.

Public-relations materials are available to you through the career-mentoring project. See the next section on Recruiting, Screening, and Training Mentors for more information.

Source: Adapted from *One-on-One Mentoring*, 1994.

RECRUITING, SCREENING, AND TRAINING MENTORS

A variety of public-relations materials were developed through the **statewide Career Mentoring Program for Middle- and Junior-High-School Girls.** Most of the materials were developed with the idea that the products could be customized for an individual school or organization. **Contact the state equity coordinator for the following products:**

- 30-second audio public-service announcement (text in Appendix A)
- 30-second video public-service announcement (text in Appendix A)
- brochure targeting career mentors in nontraditional and high-wage occupations (see Appendix A)
- *Mentor's Manual: Career Mentoring for Middle- and Junior-High-School Girls*

Recruiting Mentors

The mentors that you recruit should be women in nontraditional or high-wage occupations, satisfied and confident enough in their occupations to offer appropriate guidance to a mentee. The following are essential qualities to look for in a mentor:

- willingness to invest time and energy in the professional development of a student
- belief in the potential of young women to contribute to the work force
- some measure of experience, skill, advancement, recognition, or achievement in one's own occupation or career
- awareness of and confidence in one's style of interactions and work
- high standards and expectations for oneself and one's work colleagues
- enthusiasm and a sense of humor
- clear, effective communications skills, including the ability to express a point, defend a position, and confront "hard" issues without being judgmental

Source: Adapted from the manual *Hand in Hand: Mentoring Young Women* by U.S. Department of Education, 1988.

Make a personal phone call or visit. Arrange for a brief meeting with those who might be interested, and give them a copy of the career-mentor brochure for their perusal.

Possibilities include

- **area businesses and companies**
- **professional or trade associations** for different career areas (engineering, construction, medical)
- **service organizations,** such as the Soroptimist, Kiwanis, Rotary, Chamber of Commerce, American Association of University Women, and Zonta
- **hospitals, clinics**

Most businesses, trade associations, and chambers of commerce will allow you to place your program's information in packets of information that go to their members, or to place information in designated areas of staff lounges. Ask them about these opportunities.

Screening Mentors

Depending on the nature of your career-mentoring program, mentors may need to fill out paperwork and in some cases (generally one-on-one mentoring) will have to have a criminal background check. These requirements need to be discussed during any recruitment of career mentors. **It is essential that you check your school district's policies and procedures in regard to your career-mentoring-program structure.**

Training Mentors

Mentors should be trained before they are matched with student mentees. A program orientation should be provided at the outset. During the orientation, the program's goals and expectations should be outlined and specific guidelines and useful tips offered on being an effective career mentor. Keep training sessions brief and allow time for questions. If you use the *Mentor's Manual: Career Mentoring for Middle- and Junior-High-School Girls,* specifically developed for this program, you should be able to complete the training in a relatively short period of time. Make sure that you insert your particular program goals, policies, and procedures when training your mentors.

In accordance with the nature of your program, the following activities should occur during mentor-training sessions:

- Review the application form to be filed with the program coordinator.

See the sample mentor application in Appendix B.

- Review or develop the mentor contract or form that indicates the degree of involvement.
- Review your career-mentoring-program goals.
- Review the mentor's manual that has been developed for your use.
- Include a face-to face meeting with appropriate program personnel and school administrators.
- State the hours of operation of the assigned school.
- Explain where to report to volunteer and sign in.
- Assign a specific area for meetings with the mentee.
- Review school safety rules.
- Review policies related to career mentoring at the assigned school.
- Explain what to do in the event of an emergency at the school site or at the work site.
- Provide names and phone numbers of the program coordinator, the school administrator, and a contact person in the event of an emergency.
- Discuss the transportation policy of the school or organization.
- Provide information about whom to contact as questions arise regarding the program or the mentee.

The **mentor's manual,** developed for your use, contains the following topics with information for you to review with prospective mentors:

- Career Mentoring
- Project Goals

- Role of a Career Mentor
- Being an Effective Mentor
- Your Responsibility as a Mentor
- About Young Girls
- Women, Education, and Work
- Nontraditional Occupational Information
- Gender-Neutral Language
- Career Information

RECRUITING AND TRAINING MENTEES

According to a recent *National School-to-Work Opportunities for Young Women* resource bulletin (April 1996), women show an interest in nontraditional occupations when they are actively recruited. When they hear presentations by female role models, visit and/or observe current students in nontraditional occupations and classes, and read recruitment fliers picturing women in nontraditional and high-wage careers, girls realize that they are welcome in school- and work-based learning settings not traditional for them **and** that they can have female role models in their fields of interest.

Recruiting Mentees

If your career-mentoring program is open to all girls schoolwide, you can introduce career mentoring and its benefits to students in a variety of ways:

- Make announcements in individual classes.
- Hand out fliers or **distribute the career-mentor bookmarks developed through the statewide Career Mentoring Program for Middle- and Junior-High-School Girls**.
- Talk with individual classes.
- Announce at a school assembly.
- Place an article in the school newsletter.

Have interested girls fill out application forms. Let them know that you will be considering several factors in selecting participants for the program (teacher or counselor recommendations, certain course-work requirements, etc.).

See the sample student application form in Appendix B.

Inform parents about the career-mentoring program. Keep parents of students accepted into the program informed about all activities.

See the sample parent letter in Appendix B.

Training Mentees

Largely because of sex stereotyping, most young girls do not consider training for a nontraditional occupation. It is important that girls be given constant and consistent exposure to nontraditional and high-wage career information along with appropriate activities (career mentoring with female role models) to gain their interest. Career-interest inventories should be administered **after** career-awareness activities. Before using an inventory, be careful to check it for gender-free career screening. Some aptitude and assessment tools tend to screen young girls out of nontraditional occupations.

See Appendix C for a list of career-assessment tools.

The following are suggested topics that should be covered **before** a mentee is matched:

- specific career-mentoring-program goals, requirements, and activities
- ways to benefit from the career-mentoring program
- appropriate expectations from a mentor/mentee relationship
- nontraditional and high-wage occupational information
- occupational clusters and career choices
- current and future trends in employment for women
- advantages and disadvantages of pursuing a nontraditional and high-wage occupation

During the course of the career-mentoring program, the following areas should be included in a mentee-training plan:

- career assessment
- educational planning for career preparation
- job-search skills
- resume preparation and interview techniques
- workplace skills such as communication, teamwork, problem solving, time management, worksite etiquette (to observe when visiting a work site)
- gender-equity awareness and activities

Refer to Appendix C for suggested resources for the above topics and areas.

COORDINATING MENTOR/MENTEE MATCHING AND PROVIDING ONGOING SUPPORT

Matching Mentors with Mentees

Good matches of mentors and mentees require essential personal information from both the students and the mentors. Both should fill out profile sheets or personal data sheets to assist you in the matching process. Research supports the matching of similar rather than dissimilar types (culture, gender). If your career-mentoring program is encouraging students to see people much like themselves who are successful in their careers, then gender and culture similarities are important.

After the matching is completed, host an informal get-together with some ice-breaking activities for the mentors and mentees.

See Appendix B for sample mentor and mentee profile forms.

Providing Ongoing Support for Mentors and Mentees

Mentor support should not end after the initial orientation or training session. Depending on the program length, mentors should meet regularly. Mentors need to discuss issues and concerns as they arise. This information can be valuable when shared with others in a group setting. Be sure that these meetings are well planned, informal, and brief so as not to discourage further involvement. **Career mentoring can be discouraging if the time commitment becomes too excessive.**

USING THE MEDIA

Working with the media to generate coverage is a key strategy in informing the community about your career-mentoring program. By identifying your project's positive aspects and getting the word out, you can

- recruit partners and sponsors,
- reach potential funding sources,
- educate the public about the career-mentoring program, and
- highlight any career-mentoring activities that are making a difference in the community.

Media Contacts

In order to get media coverage, you need to know whom to contact. Develop a media list that contains the following important information for each organization:

- name and title of contact person
- address
- telephone number
- fax and e-mail numbers
- deadlines for stories or posting program information

Utilize a multimedia approach in disseminating your program's information:

- local television and radio news and talk shows
- newspapers (local and community)
- school newsletters
- education and business publications
- industry trade papers
- community calendars
- magazines

Public-Service Announcements (PSAs)

PSAs are short radio or television messages aired free of charge on behalf of community organizations. These messages must contain information beneficial to the community and should not include controversial or self-serving material. Use the television and radio media to run your PSAs.

A PSA (radio and television versions—each 30 seconds in length) has been developed for you to use for the purpose of informing the public about the career- mentoring program and of recruiting mentors. If you do not have a copy of the PSA, please contact the equity administrator (for information refer to Appendix C) to obtain a copy that can be customized for your program.

Consider the following when placing a PSA:

- Contact the public-affairs director at the television and radio stations serving your area. Phone or meet with him or her personally to determine their PSA requirements (preferred length and format). Be sure to stress why the career-mentoring program is important to the community.

- Ask the station to review the PSA and consider running it for your organization.

- Cable television stations may be more likely to broadcast PSAs than the local television network affiliates. The cable stations usually have more open air time to fill and are usually exclusively devoted to promoting community events and news.

Pitch Letters, Pitch Calls, and News Releases

Pitch letters. When a story is not hard, breaking news, reporters appreciate receiving a short letter, called a **pitch letter,** that briefly describes the story idea. A pitch letter

- concisely explains why the letter is being written,

- summarizes the most important information in one paragraph before going into other details,

- explains why the publication or the radio or television station would be interested in the story, and

- consists of no more than one page.

Pitch calls. Calling a reporter or news outlet to inform or remind them of an event is accepted practice. This is referred to as a **pitch call.** Pitch calls are made to present your information in a brief, logical, and easy-to-understand manner. Ask to speak to a reporter or assignment editor. Immediately give your name, organization, job title, and reason for calling. Keep the call informative and maintain a professional tone. Convey enthusiasm for your story. If it does not sound interesting or important, the reporter is likely to think it is unimportant.

News releases. You may have had a career-mentoring activity that was great! You want to showcase your career mentoring-program by writing a news release. The well-prepared news release should follow these guidelines:

- Write a headline that will grab the reporter's attention.
- A lead paragraph should give the basic who, what, when, and where of the story.
- The body of the release should be an inverted pyramid—with information appearing in the order of its importance. The inverted pyramid allows editors to shorten the story without omitting the most important information.

See the sample news release on the next page.

Source: Adapted from *Media Outreach,* A School-to-Work publication, 1995.

Sample News Release

FOR IMMEDIATE RELEASE
Contact: (Your name and title)
Phone Number:

AREA BUSINESSES HELP GIRLS SEE CONNECTION BETWEEN SCHOOL AND CAREERS

New Way of Learning Prepares Girls for Success in Nontraditional and High-Wage Careers

(City, State, Date)—More than 100 girls from Middletown Middle School will begin a three-month internship at 50 area businesses on September 1 as part of the school's new School-to-Work career-mentoring initiative.

The sixth-, seventh-, and eighth-grade girls will be matched with area women who are in what are considered nontraditional occupations for women (such as engineering, computer science, and electronics fields). The girls will spend one hour per week with their career mentors.

"The (name of your program) prepares girls for future careers," said Alice Smith, Middletown Middle School's (name of your program) coordinator. "School-to-work initiatives, such as this career- mentoring program, are attempting to provide young girls with access to the same opportunities that young boys have, particularly in nontraditional occupations where women represent less than 25 percent of the employees. Experience has shown that girls become interested in nontraditional occupations when they are actively recruited.

"The girls enjoy school even more because they get to see how their classes relate to real life," Smith said. The skilled trades, technology, and science occupations are promising nontraditional fields of work for young women. The (name of your program) can help these young girls develop the skills required for these occupations and show them that these careers are viable alternatives.

The (name of your program), is a community-wide initiative in Middletown and is part of a nationwide effort to raise the levels of young girls' workplace skills. Students are assigned on-the-job mentors for the length of their internships, and teachers work closely to integrate classroom lessons with the jobs students perform at work.

The (name of program) was established at the Middletown Middle School in September 1996. The businesses involved in the program include Jones High-Tech Computer Works, Casper County Hospital, and Middletown Engineering Company.

###

EVALUATING THE PROGRAM

An evaluation of the career-mentoring program will give you important information about its effectiveness. This should be an ongoing process so that minor problems can be corrected before they become major problems. The effectiveness of the activities such as orientation and training sessions should be assessed in addition to the overall effectiveness of the program.

Evaluation questions should be clearly stated and specific. To help you organize the evaluation activities, the *Hand in Hand: Mentoring Young Women* guide suggests the following four-step process:

Step 1: Decide which components of your program you wish to evaluate.

Identify the key characteristics of your program. Then decide on the elements you feel are most in need of evaluation, for example, mentor and mentee training and worksite activities. For the first implementation of your program, you may want to evaluate all key elements of the program.

Step 2: Formulate specific evaluation questions.

If evaluation questions are too vague they will be difficult to answer. The following are examples of evaluation questions:

- Do the training topics offered meet mentor/mentee needs?
- Are the frequency and duration of the training adequate?
- What new skills have the mentors/mentees acquired from the training?
- Were the worksite activities meaningful?
- What topics were covered during mentor/mentee discussions? How helpful were these discussions to the mentees?
- What did the mentors/mentees gain from the mentoring program? What, if any, changes would they like to see made?
- Evaluation methods could include questionnaires, interviews, observations, and/or a review of existing records collected or used during the course of the career-mentoring program.

Step 3: Decide on data-collection methods.

Determine the most important method for obtaining information. Sources of information include the mentors, mentees, schools, businesses, and community personnel involved in the project. Select people who would have evaluation information to share with you in order to improve or validate your program's goals.

Step 4: Plan how the evaluation data will be used.

As a project coordinator, you should think through the way you are going to summarize the data from your questionnaires, interviews, observations, and/or existing records as well as the way you will present and use the results. Applying the question "why?" to the answers you receive will help you learn what worked and what didn't work.

See a sample evaluation instrument in Appendix C.

APPENDICES

APPENDIX A:

Selected Mentoring Models and Public-Relations Products

MENTORING MODELS

This information is being provided in order to encourage investigation of other mentoring models. Each program listed has a strong or innovative mentoring program, including training models and materials.

Do not overlook your local community (including school-district volunteer offices) when investigating other mentoring models. Innovative mentoring programs may be right at your doorstep. Programs such as Youth Motivator Programs, Project ABLE, the Compact Program, and Corporate Tutors are all examples of community mentoring programs. Contact your school's volunteer coordinator for more information. Coordination and cooperation could assist all by promoting the pooling of resources for the recruiting and even the training of potential mentors and mentees.

Big Brothers/Big Sisters. This is a national organization with high visibility. Its recruitment efforts and training materials are excellent. **For more information, contact the local chapter in your community.**

Communities in Schools, Inc. (CIS). This program is a national nonprofit, nonpartisan, private organization that addresses the multiple needs of youth at the highest risk of educational, social, and economic failure. The organization serves as the catalyst to bring together community resources from businesses, social/human-service agencies, and volunteer/community organizations into the schools to serve these youth and their families. Mentoring is a strong component of the organization. **For more information, contact the local chapter in your community.**

Kansas Mentor Project. This innovative project is designed to provide role models and mentors to Kansas women. The Kansas project is unique because it utilizes the Internet for communication between students and mentors. The model recruits women in nontraditional occupations from all over the country to assist young women in career decision making. **Call the School-to-Work Clearinghouse for more information.***

One to One. One to One provides personal and economic mentoring to children. This program stresses the recruitment and retention of mentor volunteers. The retention of volunteers is believed to be essential, and solid orientation and training sessions are stressed. **For more information or a copy of some of their training materials, contact One to One at 2801 M Street, N.W., Washington, DC, (202) 338-3844; Fax (202) 338-1642.**

*** Contact the Florida School-to-Work Clearinghouse at (800) 428-1194 if you would like a search of other mentoring models or organizations.**

TEXT FOR AUDIO PUBLIC-SERVICE ANNOUNCEMENT
(30 seconds)

Career Mentoring for Middle-School Girls

Wanted: A few good women.

Business and professional women.

Women in nontraditional jobs who can serve as career mentors to middle-school girls.

Did a special person in your early life make a difference in your career choice?

Women who have strong mentors have more job satisfaction and earn more money at an earlier age.

If you can make one contact a week, please call:

_____

Contact the equity administrator at (904) 922-5790 for a copy.

TEXT FOR VIDEO PUBLIC-SERVICE ANNOUNCEMENT
(30 seconds)

VO/NARRATOR 1 (Poetic voice):

"Two roads diverged into the wood and I . . ."

NARRATOR 1:

"And I took the one less traveled by . . ."

NARRATOR 2 (Female voice):

You travelled a different path . . .

You've forged a successful passage . . .

You've blazed a new trail . . .

It's time to share your lead.

Reach out to a young girl.

NARRATOR 1:

"And that has made all the difference . . ."

MIDDLE SCHOOL GIRL 1:

Be a mentor. [Be my mentor.]

MIDDLE SCHOOL GIRL 2:

There's so much I want to learn from you.

MIDDLE SCHOOL GIRL 3:

Make a difference!

Call your local school district's volunteer office.

Contact the equity administrator at (904) 922-5790 for a copy.

BROCHURE TARGETING CAREER MENTORS

Wanted: A Few Good Women

To Make a Difference

Want to make a difference in a girl's life?

You can, through career mentoring.

Did you know that job choice affects women's earnings even more than years of education? It's true. Women in occupations traditionally held by men—such as computer engineers, stockbrokers, lawyers, electronics technicians, and auto mechanics will earn up to one-third more money than women in traditionally female jobs.

Role models needed

If you think back to your early life, you'll probably remember a teacher, a parent, or another adult who helped you change the course of your life.

That's where you can help. Young girls at the middle- and junior-high-school level need role models to help them realize that they, too, can succeed in a nontraditional career. We need few good women —women in nontraditional and high-wage jobs who will guide young girls to economic success.

Give a most precious gift—your time.

With your help, girls can

- have their first glimpse of the world of work.
- learn about careers they never dreamed possible for women.
- see how school connects with work.
- develop a trusting relationship with a caring adult—*YOU*.

You can help change the world by being part of one girl's life.

Your sustained caring can help this young girl develop the skills and confidence she needs for a fulfilling life.

Make a Difference . . .

One contact a week with a young girl at her school or at your place of work can make a difference in her life!

BEST COPY AVAILABLE

APPENDIX B:

Sample Forms

MENTOR APPLICATION

Mentor Volunteer

Name_____ Phone_____

Address _____

City _____ State _____ Zip Code _____

Drivers License Number:_____

Current Occupation — Please name and describe. _____

_____

_____

Supervisor's Name _____Work Number_____

Check the category into which your occupation falls:

____ Manufacturing	____ Transportation	____ Design/art
____ Administration	____ Agriculture	____ Communication
____ Personal service	____ Mechanics repair	____ Science and technical
____ Education	____ Health	____ Construction
____ Sales	____ Social science	____ Other _____

Education: High School _____
College _____
Other _____

Please describe your experience working with young people or training people.

_____

_____

_____

Briefly outline some of the career learning experiences that you would like to provide for your mentee.

_____

_____

Describe any handicaps or conditions that could prevent you from certain activities or limit your role as a mentor.

_____

_____

Have you ever been convicted of child abuse? _____Yes _____No

Have you ever been convicted of a drug-related offense? ____Yes _____No

If I am matched with a protégé, I promise to do the following:

1. Meet once a week for at least one hour.
2. Acquaint my protégé with my area of expertise.
3. Provide guidance and hands-on experience whenever possible.
4. Report on the mentorship once each week.
5. Complete an evaluation form at the end of the experience.
6. **Participate in mentor training**.

Please provide two personal references (no relatives).

The information provided must be complete or the application cannot be processed.

Name _____

Address _____

City State _____

Zip Code _____

Work Phone _____

Home Phone _____

Name _____

Address _____

City/State _____

Zip Code _____

Work Phone _____

Home Phone _____

Mentor Applicant's Statement

I certify that the information contained in this application is correct to the best of my knowledge. I authorize the school district to receive and review my criminal history record, maintained by any law-enforcement agency; and I further authorize anyone listed in the application to give the school district any information regarding my character and fitness for working with children. I release all such references from liability for any damage that may result from furnishing such information to the school district and I waive any right that I may have to inspect the references provided on my behalf.

Applicant's Signature	Please Print Your Name
Date	

Please return to:

Review Completed by	Date
Assigned as a Career Mentor by	Student assigned to

Source: Adapted from *Mentor's Guide to Improved Equity in Decision Making*, 1993.

MENTOR PROFILE

Name:_____ Phone #:_____

Thanks for your interest in becoming a mentor. The following information will be useful in matching you with a student.

1. List the hobbies, extracurricular activities, and interests you had when you were in middle school and high school.

_____

_____

_____

_____

2. List your current hobbies and interests.

_____

_____

_____

_____

3. List your job title and provide a brief description of your job or business.

_____

_____

_____

_____

4. List the personal characteristics, experience, and background that you have that would be beneficial in mentoring a student, e.g., leadership, good listener.

_____

_____

_____

_____

STUDENT APPLICATION AND PROFILE

Name:_____ Age:_____ Gender:_____

School:_____

Grade:_____

1. List ways you spend your free time.

_____

_____

_____

2. List your hobbies and/or your special interests.

_____

_____

_____

3. List jobs that you think you would like as an adult.

_____

_____

_____

4. List school subjects you like best.

_____

_____

5. List school subjects you like least.

_____

_____

6. List careers you would like to learn more about.

_____

_____

_____

7. List activities that you do for fun.

_____

_____

8. List adjectives that describe you best.

_____

_____

_____

9. List school activities in which you are involved.

_____

_____

_____

10. I wish I could_____

_____

11. I wish I could be_____

_____

If you have a school picture, please tape it here:

Source: Adapted from *Mentor's Guide to Improved Equity in Decision Making*, 1993.

CAREER-MENTORING PROGRAM

Date:_____

Student:_____

Dear Parent(s) or Guardian(s),

Your child is interested in participating in the school's Career-Mentoring Program. This program will help your child understand better how school and the world relate. As your child develops, issues of choice relating to the importance of school and work become critical. Most students make their choices on the basis of limited knowledge and experience. Many choose from careers that are traditional to their gender. Others choose from a broader prospective. It is the goal of this program to help students make better choices.

The major benefit of this program is that it matches students with mentors from businesses so that they can work together for the benefit of each child. These professionals are representatives of their career fields as well as friends and teachers to the students. This program depends on professionals who are willing to become a vital part of a young person's development.

Your child has indicated an interest in participating in the Career-Mentoring Program. As the parent/guardian, you are asked to determine the value of the program to your child. Look at the materials that you receive. Talk to your child about the world of work. If you agree that this program is right for your child, then read and sign the Career-Mentoring Program Parental Permission Form and return it to the school. If you wish to speak with me about the program, call me at _____.

Thank you for your support as we work to help your child succeed.

Sincerely,

Career-Mentoring Program Coordinator

Source: Adapted from *Career, Education, & Training Associates, Inc.*, 1993.

Career-Mentoring-Program Guidelines

1. A student may participate in the Career-Mentoring Program only after the Parental Permission Form has been signed by the student's legal parents or guardian.

2. The mentor will meet with the student on the student's school campus for the first month of the program.

3. After the first month of the program, with the principal's permission as well as the parent's written permission, the student may leave the campus to visit the mentor's place of business, etc.

4. The mentor is in a position to represent the business community as a role model and to (a) let the student know what jobs are available in the private sector, (b) communicate information about the educational path that leads to desired jobs, and (c) explain behaviors that enable employees to be successful in the world of work.

5. The field trips that the student takes to the mentor's place of business will help the student with goal setting, decision making, and career-path exploration. The student will leave the school's campus only on approved field trips that have the approval of the school district and the parent's written consent.

Source: Adapted from *Career, Education, & Training Associates, Inc*, 1993.

SINGLE-FIELD-TRIP PERMISSION FORM

Date:_____
Dear Parent/Guardian,

The school district has a partnership with area business and professional people who have agreed to volunteer as mentors for students. These professionals will provide information and encouragement through personal contacts and field trips to businesses and schools. Through this program, students are becoming aware of jobs that are available in the private sector, paths that lead to desired jobs, and employee behaviors that are required for success in the world of work.

As the parent/guardian, you are asked to give permission on a trip-by-trip basis. The phone number and address of your student's mentor is included in case you wish to contact the mentor before you give permission for the field trip.

This permission form will allow:

Student name:_____

Mentor's name:_____Telephone #_____

Mentor's address:_____

To participate in a field trip to:
Company/School/Meeting name:_____

Location:_____

Date and time frame:_____

Method of transportation:_____

Purpose of the trip:_____

_____

Signed and agreed to this _____ day of _____, 19____.

_____
School agent (Signature) Telephone #

_____
Position Parent/Guardian (Signature)/Date

Is the Career-Mentoring Program Parental Permission Form signed and on file?
___Yes ___No

Source: *Career, Education, & Training Associates, Inc.*, 1993.

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MENTOR PROGRAM EVALUATION

STUDENT FORM

1. How many times did you meet with your mentor in the last semester? (Check one.)

   ____ 0–1 ____ 2–3 ____4–5 ____ 6–7 ____ 8 or more

2. What types of things did you do with your mentor? (Please list them below.)

   _____

   _____

   _____

3. How satisfied were you with your mentor? (Check one.)

   ___ Very satisfied ___ Satisfied ___ Not satisfied ___ Drop me from relationship

4. Please share reasons for your feelings about your mentor. (This is confidential.)

   _____

   _____

   _____

5. How much did your mentor tell you about their career choice or career selection?

A great deal of information	Some information	Little information	No information
1	2	3	4

Comments_____

_____

_____

_____

6. As a result of the career-mentoring program, I discovered: (Circle your best response.)

More about careers and working.	More about careers but little about working	Little about careers and little about working.	Nothing.
1	2	3	4

7. Please indicate your relationship with your mentor. (Circle one.)

Exceptional	Good	Fair	Weak	Nonexistent
1	2	3	4	5

8. If the mentoring program is continued, would you choose to continue to participate in the program?

___ 1. Yes, I would like the same mentor.
___ 2. Yes, but with a different mentor.
___ 3. Yes, but with a mentor who has a different career.
___ 4. No, I don't want to continue.

9. Please indicate the reasons for the choice that you expressed in question 8 above.

_____

_____

_____

10. Is there anything you would like to do differently in the career-mentoring program?

_____

_____

_____

11. What was your most valuable experience in the career-mentoring program?

_____

_____

_____

12. What benefit(s) did you receive from the mentoring program? (Check all those that are applicable.)

____ An understanding of nontraditional job opportunities.
____ A better understanding of the importance of my education.
____ An awareness of what is required for success.
____ A willingness to work hard in school.
____ A better feeling about myself.
____ It made little impact on my life.
____ Other. (Please explain.) _____

_____

Your name: _____

Your mentor's name: _____

Please return this now. Thank you.

Source: Adapted from *Mentor's Guide to Improved Equity in Decision Making*, 1993.

APPENDIX C:

Career and Gender-Equity Resource Information

CAREER-ASSESSMENT TOOLS

A student's vocational interests, aptitude, and mental, emotional, and physical functioning capacity should be assessed. Following is an overview of selected career-assessment tools provided through the University of South Florida's Leadership Development Program for Equity.

Name of Test:	***Career Ability Placement Survey (CAPS)***
Publisher:	Educational and Industrial Testing Service
Administration Time:	45–60 minutes
Format:	Pencil and paper
Age/Grade Level(s):	Grade 7–adult (approx. 8th-grade reading level)
Description:	The CAPS is designed to measure the following occupational abilities keyed to entry requirements for most jobs in the 14 Career Occupational Preference System (COPS) Career Clusters: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and mechanical speed and dexterity.

Name of Test:	***Career Decision-Making System (CDM)—Harrington O'Shea***
Publisher:	American Guidance Service (AGS)
Administration Time:	30–40 minutes
Format:	Pencil and paper; computerized version
Age/Grade Level(s):	Grade 7–adult (two levels based on reading ability—lowest reading level at 6th grade)
Description:	The CDM is a systemized approach to career decision making that integrates five major dimensions in choosing a career: abilities, job values, future plans, subject preferences, and interests. Based on a sound theoretical foundation, the CDM provides individuals with a wealth of information to help them choose a career and select a training program or a job.

Name of Test:	***Career Occupational Preference System (COPS) Interest Inventory***
Publisher:	EdITS
Administration Time:	20–30 minutes
Format:	Pencil and paper
Age/Grade Level(s):	Grade 7–adult
Description:	The COPS is used to measure job-activity preference in 14 interest areas: science, professional; science, skilled;

technology, professional; technology, skilled; consumer economics; outdoor, skilled; business, professional; business, skilled; clerical; communication; arts, professional; arts, skilled; service, professional; and service, skilled. The COPS is used to guide both college- and noncollege-bound examinees in job exploration and into educational and career decision making.

Name of Test:	***Differential Aptitude Tests (DAT)***
Publisher:	The Psychological Corporation
Administration Time:	3.0 hours
Format:	Pencil and paper; computerized version
Age/Grade Level(s):	Grade 8–adult (two levels based on reading ability—lowest reading level at 6th grade)
Description:	The DAT provides an integrated battery of eight tests designed for educational and vocational guidance. Subtests include verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, and language skill.

Name of Test:	***Myers-Briggs Type Indicator (MBTI)***
Publisher:	Consulting Psychologists Press
Administration Time:	20–50 minutes, depending on whether the short or long form is used
Format:	Pencil and paper; computerized version
Age/Grade Level(s):	Grade 11–adult (8th-grade reading level)
Description:	The MBTI brings Carl Jung's theory of psychological types to understandable and useful meaning. This is a forced-choice, self-report inventory that classifies individuals along four relatively independent bipolar dimensions: (1) extroverted v. introverted, (2) sensing v. intuitive, (3) thinking v. feeling, and (4) judging v. perceiving. An individual is assigned one of the two preferences from each of the above dimensions. Each individual will emerge with 1 of 16 possible personalities. Though not specifically designed as a vocational assessment instrument, the MBTI can provide an individual with valuable information as to his or her personality in relation to others and to the world of work. The use of the MBTI in an employment setting suggests its value as a tool in group-interaction training workshops.

Name of Test:	***Pictorial Inventory of Careers (PIC)***
Publisher:	Talent Assessment, Inc.
Administration Time:	30–40 minutes
Format:	Audiovisual; slides or video/pencil-and-paper response
Age/Grade Level(s):	Grade 8–adult (two levels based on ability)
Description:	The PIC is an audiovisual instrument designed to measure vocational interests and identify areas for potential occupational exploration and training. The inventory is nonverbal and reading is not required. A series of pictures depict vocational-technical careers in 17 job clusters. The occupational or work environment is emphasized rather than the individual worker.

Name of Test:	***Self-Directed Search (SDS)***
Publisher:	Psychological Assessment Resources, Inc.
Administration Time:	35–50 minutes
Format:	Pencil and paper; computerized version
Age/Grade Level(s):	Grade 8–adult (two levels based on reading ability—lowest reading level at 5th grade)
Description:	The SDS, based on John Holland's theory of personality types and work environments, is a self-administered, self-scored, and self-interpreted vocational interest inventory and counseling tool used in career exploration and selection. Holland's theory identifies six personality types—realistic, investigative, artistic, social, enterprising, and conventional—as related to the world of work. Completion of the SDS leads one to relate his or her self-assessments of abilities and interests to appropriate occupations.

Name of Test:	***Strong-Campbell Interest Inventory (SCII)***
Publisher:	Consulting Psychologists Press
Administration Time:	30–45 minutes
Format:	Pencil and paper; computerized version
Age/Grade Level(s):	Grade 8–adult
Description:	The SCII measures occupational interests in a wide range of career areas, including professional, technical, nonprofessional, and vocational-technical. It has been used in the processes of making educational and occupational choices, exploring lifestyles (including avocations), choosing a college major, making employment decisions, conducting a mid-career evaluation and making changes, identifying and advising managerial

candidates, helping individuals to understand job satisfaction and dissatisfaction, guiding preretirement and retirement decisions, and conducting research on occupational interests. For student usage, it is primarily targeted to those individuals pursuing further academics in a postsecondary setting.

Name of Test:	***System for Assessment and Group Evaluation (SAGE)***
Publisher:	PESCO, Inc.
Administration Time:	2.5–3.0 hours
Format:	Pencil and paper; "hands-on" activities
Age/Grade Level(s):	Grade 8–adult
Description:	SAGE was developed to match the aptitudes, educational levels, attitudes, and temperaments of people to jobs and training. Composed of five components, the subtests, when taken together, form a total vocational-assessment package, addressing all of the characteristics described by the *Dictionary of Occupational Titles (DOT).* The components are (1) a vocational-aptitude battery (consisting of 11 subtests), (2) a vocational-interest inventory, (3) a measurement of general educational development, (4) an assessment of attitudes toward others in a working environment, and (5) an assessment of temperament.

Name of Test:	***Talent Assessment Program (TAP)***
Publisher:	Talent Assessment, Inc.
Administration Time:	2.5 hours
Format:	"Hands-on" activities
Age/Grade Level(s):	Grade 8–adult (**no reading necessary**)
Description:	This performance battery consists of 10 tests designed to assess the functional level of career-related attributes that correspond to worker-trait factors described in the *Dictionary of Occupational Titles.* Tests assess structural and mechanical dexterity with small tools, visualization, and discrimination by the size and shape of objects. NOTE: One of the weaknesses of the TAP is that it does not test general learning ability, verbal ability, and numerical ability (GVN).

Name of Test:	***Vocational Implications of Personality (VIP)***
Publisher:	Talent Assessment, Inc.
Administration Time:	20–30 minutes
Format:	Computerized
Age/Grade Level(s):	Grade 8–adult (two versions: middle/high school and adult)
Description:	The VIP, a computerized personality assessment, gathers information on four factors (self-awareness, centeredness, perceptions, and decision making) and identifies individuals as having one of eight work styles (such as forecaster, enthusiast, organizer, precisionist, designer, caretaker, purist, etc.).

Name of Test:	***Vocational Research Interest Inventory (VRII)***
Publisher:	Vocational Research Institute
Administration Time:	20–30 minutes
Format:	Pencil and paper; computerized version
Age/Grade Level(s):	Grade 8–adult
Description:	The VRII measures 12 interest areas that are tied to the *Dictionary of Occupational Titles* and provides individuals with a profile analysis.

GENDER-EQUITY INFORMATION

Information available through

American Association of University Women (AAUW)
P.O. Box 251
Annapolis Junction, MD 20701-0251

To order or to request a catalog, call (800) 225-9998, ext. 330, or fax orders to (301) 206-9789.

***AAUW Issue Briefs* (1990–1995)**
A set of five briefs that explore gender-equity issues, including (1) the treatment of students, (2) educator training, (3) the curriculum, (4) college-admissions testing, and (5) education and training.
$7.95 members; $9.95 nonmembers

***The AAUW Report Action Guide* (1992)**
Concrete strategies for combating gender bias in schools, based on *The AAUW Report: How Schools Shortchange Girls* recommendations.
8 pp.; $6.95 members; $8.95 nonmembers *(bulk prices available)*

***The AAUW Report Executive Summary* (1992)**
An overview of *The AAUW Report: How Schools Shortchange Girls,* with recommendations for change.
8 pp.; $6.95 members; $8.95 nonmembers *(bulk prices available)*

***The AAUW Report: How Schools Shortchange Girls* (1992)**
A startling examination of how girls are disadvantaged in America's schools, grades K–12. Includes recommendations for educators and policymakers as well as concrete strategies for change.
Paperback; 240 pp.; $11.95 members; $12.95 nonmembers

***Achieving Gender Equity in the Classroom and on the Campus: The Next Steps* (1995)**
A compilation of 51 papers presented at the 1995 preconvention symposium in Orlando, Florida. Topics addressed include (1) higher education curricula and classroom strategies that promote equity; (2) authority, policy, and empowerment in higher education; (3) strategies to effect change in higher education; (4) the roles of self-image and self-esteem in achieving equity; (5) ways to encourage girls in math and science; and (6) equity issues in K–12 education.
Symposium proceedings; 308 pp.; $19.95 members; $21.95 nonmembers

***Girls Can!* Video (1995)**
A complement to the *Shortchanging Girls, Shortchanging America* video. Gives an inspirational look at programs around the country that are making a difference in fighting gender bias in schools.
VHS format; 16 min.; $19.95 members; $24.95 nonmembers

***Girls in the Middle: Working to Succeed in School* (1996)**
The most recent publication regarding middle-school girls and their success in school.
$12.95 members; $14.95 nonmembers

***Growing Smart: What's Working for Girls in School* (1995)**
A comprehensive academic review of more than 500 studies and reports. Identifies themes and approaches that promote girls' achievement and healthy development. This culturally conscious report urges experimentation with single-sex programs, cooperative learning groups, and other nontraditional approaches.
97 pp., academic white paper plus index (also includes a copy of the *Executive Summary and Action Guide*); $32.95 members; $35.95 nonmembers

***Growing Smart: What's Working for Girls in School Executive Summary and Action Guide* (1995)**
An illustrated and highly readable summary, written for a broad audience, of the academic report described below. Includes (1) a detailed summary of the full data report; (2) action strategies for school, families, and community leaders; (3) a resource list of programs nationwide with photographs and firsthand accounts of some program participants; (4) methodology; and (5) a selected bibliography.
60 pp.; $10.95 members; $12.95 nonmembers

***Schoolgirls: Young Women, Self-Esteem, and the Confidence Gap* (1992)**
A report presentation by Peggy Orenstein, in association with AAUW, which shows how girls in two racially and economically diverse California communities suffer the painful plunge in self-esteem documented in *Shortchanging Girls, Shortchanging America*.
384 pp.; $11.95 members; $12.95 nonmembers

***Shortchanging Girls, Shortchanging America* (1994)**
A highly readable executive summary of the 1991 poll that assesses self-esteem, educational experiences, interest in math and science, and the career aspirations of girls and boys ages 9–15.
Revised edition; 20 pp.; $8.95 members; $11.95 nonmembers

***Shortchanging Girls, Shortchanging America* Video (1991)**
A dramatic look at the inequities girls face in America's schools. The video features education experts and public-policy leaders, AAUW poll results, and the compelling voices and faces of American girls.
VHS format; 15 min.; $19.95 members; $24.95 nonmembers

GENDER EQUITY—ORGANIZATIONS AND INITIATIVES

The American Association of University Women (AAUW) advocates the educational equity of women and girls and conducts significant research on girls and education. AAUW is the nation's oldest and one of the largest sources of noninstitutional funding of graduate education for women. Recent publications include *Hostile Hallways: The AAUW Survey of Sexual Harassment in America's Schools; The AAUW Report: How Schools Shortchange Girls;* and *Shortchanging Girls, Shortchanging America.* 1111 Sixteenth Street, NW, Washington, DC 20036; (202) 785-7700.
http://www.aauw.org

The Association for Women in Science (AWIS) is a nonprofit organization committed to the achievement of equity and the full participation of women in all areas of science and technology. AWIS supports women in their career advancement through mentoring activities, leadership training for women, coalition building, and the publication of *AWIS Magazine,* a source of information for women scientists and employers. AWIS also publishes comprehensive reports of its conferences and outreach programs. Suite 650, 1200 New York Avenue, Washington, DC 20005; (202) 326-8940 or (800) 886-AWIS.

Girls Count is a nonprofit organization devoted to expanding opportunities for all girls—in education and in the workforce of the future. Through innovative technical assistance and training, public-education, and public-policy initiatives, Girls Count provides educators, parents, business leaders, policymakers, and other adults in girls' lives with the tools to change expectations and actions that limit girls' views of themselves and their futures. Suite 475, 225 East 16th Avenue, Denver, CO 80203; (303) 832-6600.
GirlsCount@aol.com.

Girls, Incorporated, the former Girls Clubs of America, is a nonprofit organization and advocate for girls in the United States, specializing in program development, direct service, action research, and advocacy designed to help make girls strong, smart, and bold in an inequitable world. Preparing girls for economic independence and promoting their equal employment opportunity in nontraditional jobs are priorities that are addressed in several core programs, including the Career Action Program. 30 East 33rd Street, New York, NY 10016; (212) 689-3700; Fax: (212) 683-1253.
HN3578@handsnet.org

The Institute for Women in Trades, Technology, & Science is a nonprofit organization dedicated to the integration of women into trades and jobs in nontraditional fields for women. The institute brings a national knowledge base on institutional strategies and program elements to ensure that women are prepared for nontraditional employment and have the ability to integrate that knowledge base with the development of

school-to-work systems. 6421 Fourth Avenue, Takoma Park, MD 20912-4708; (301) 270-8014.

Kansas Careers offers extensive career and staff-development resources and services for young women. In particular, Kansas Careers supplies information on the **Kansas Mentor Project**, which has provided young women with mentors and role models from nontraditional occupations. Kansas Careers also operates, on the World Wide Web, the **Internet Assessment for Women**, which serves as a comprehensive resource for nontraditional career exploration. Kansas State University, Suite 248, 2323 Anderson Avenue, Manhattan, KS 66502-2912, (913) 532-6540. dangle@ksu.ksu.edu

The National Network of Minority Women in Science (MWIS) is a communication and support system for minority women in science and engineering as well as others who share an interest in promoting the participation of these underrepresented groups in science and engineering professions. The mission of MWIS is to provide minority female students with access to career information and educational opportunities, and to promote the professional advancement of minority-women scientists and engineers. American Association for the Advancement of Science, 1333 H Street, NW, Washington, DC 20005, (202) 326-6670.

The National Women's Law Center works to broaden job opportunities and end sexual harassment for women. A priority of the center is to promote policies that assist women as family members, particularly women who are the primary financial support for their families. The Center has focused much attention on the development of effective education policies for women, including nontraditional school-to-work opportunities for young women. 11 Dupont Circle, NW, Washington, DC, (202) 588-5180.

The Northwest Center for Equity and Diversity is a comprehensive regional resource center focused on promoting gender equity and cultural diversity in education, business, and the community. The Northwest Center provides training and resources that foster the development of inclusive, equitable, and multicultural classrooms and workplaces that are relevant and receptive to the challenges of the workplace. Edmonds Community College, 20000 Sixty-eighth Avenue West, Lynnwood, WA 98036, (206) 640-1085.

The Pre-Vocational Training Program at the University of Iowa introduces young women to skilled trades and technical occupations. Working with an integrated community-based network of educators, service providers, union representatives, and employers, the program prepares participants for employment or educational opportunities in nontraditional occupations. The Pre-Vocational Training Program also provides technical assistance to Iowa community colleges in increasing female-student access to technical and trade educational programs, and to communities

that would like to adapt and replicate the Pre-Vocational Training Program. 107 Seashore Hall Center, Iowa City, IA 52242, (319) 335-0560.

Wider Opportunities for Women (WOW) is a nonprofit organization that promotes economic independence and equality of opportunity for women and girls. Through its technical assistance, skills-training models, functional-context approach to education, and expertise on nontraditional jobs for women, WOW works to build bridges among education, employment, and economic development. WOW has been actively involved in assisting school-to-work programs across the country in providing young women the opportunity to enter nontraditional occupations. Suite 916, 815 Fifteenth Street, NW, Washington, DC 20005, (202) 638-3143.

Women Employed is a membership organization dedicated to expanding opportunities for women through career-development services, education, and advocacy. Women Employed assists community colleges and nonprofit training institutions in developing prevocational training for women and girls. Its Career Links program, a group-mentoring program linking teen girls with working women, focuses on life-planning, career-exploration, and job-readiness activities. Suite 1400, 22 West Monroe Street, Chicago, IL 60603, (312) 782-3902.

The Women's Educational Equity Act Equity Resource Center (WEEA) is a publishing center for information on issues relating to gender equity in education and training programs. Each month, WEEA publishes the *WEEA Digest*, which discusses educational theory and research from a field-based perspective. Many of WEEA's publications focus on school-to-work opportunities for young women in nontraditional occupations. Education Development Center, 55 Chapel Street, Newton, MA 02158-1060, (800) 225-3088.
weeapub@edc.org

Women Work! The National Network for Women's Employment is dedicated to empowering women and helping them to achieve economic self-sufficiency through job readiness, education, training, and employment. In addition to including individuals throughout the country, Network members are drawn from more than 1,300 education, training, and employment programs. The Network collects data, disseminates information, provides training and technical assistance, and acts as a communications link to programs, agencies, and educational institutions. Suite 300, 1625 K Street, NW, Washington, DC 20006, (202) 467-6346.

MIDDLE-SCHOOL CAREER INFORMATION

Resources listed are available through

Bureau of Special Projects and Grants Development
Division of Workforce Development
Florida Department of Education
Florida Education Center
325 West Gaines Street
Tallahassee, FL 32399-0400

To order or to request a catalog, call (800) 749-3476.

***Career Cruiser* (M)**—Cost: no charge
An information-packed publication distributed to all eighth-grade students in Florida schools, the *Cruiser* contains information to help students begin thinking about career interests and future goals. It contains career information, self-assessment activities, educational information, articles of interest, and occupational biographies.

Career Development Program Guide—Cost: $5
This guide to the implementation process for career-development programs includes student competencies, standards issues, and program-evaluation suggestions.

Choices Jr. (M)—Cost: $395
Choices Jr., is an interactive, computerized career-exploration system designed for students grade 6 and above. Choices Jr., features creative use of computer-assisted learning techniques and easy on-screen instructions. Choices Jr., runs on an IBM PC, XT, AT, or equivalent with a color graphics adaptor card. The Apple version works with an Apple II or Apple IIe. The IBM version runs on an Appletalk network.

The Game (M)—Cost: $10
The Game, a career and education awareness packet, includes student activities, game pieces, and an instructor's guide. Designed to teach the advantages of staying in school and being successful, it utilizes a quiz-show format.

Impact (M,H)—Cost: $79
Impact is a communication and self-esteem program developed to improve the verbal and listening skills of middle- and high-school students. Impact is easy to use in the classroom. Plans for integrating the basic techniques into subject areas are provided as well as suggested ways to help students reduce stress and learn to respect and trust each other. Training is provided at no charge.

Interest-Based Career Series (M,H,P)—Cost: $8/individual book
Careers for Sports Nuts has hundreds of suggestions for careers based on sports and fitness. This 17-book series can help students and others choose careers according to their interests and personality. Call or refer to the catalog for a list of careers.

***Jobs for Me* (M)**—Cost: $450
Jobs for Me invites students to learn more about themselves and explore occupations. The highly interactive approach motivates students, strengthens their career awareness, and facilitates career planning. Five key surveys help students make important connections between themselves and the world of work. The program brings students face-to-face with the future! **Hardware Requirements:** *Jobs for Me* will run on an IBM PC, XT, AT, PS/2, or 100 percent compatible computers with an EGA-, CGA-, or Hercules-compatible graphics display (color or monochrome).

Pathways to Your Future (M)
This program is designed to assist eighth graders in setting goals and developing a four-year educational plan to achieve these goals. The Florida Computer-Assisted Career-Planning System (FCACPS) develops sample programs of study matching a student's interests and includes courses available at their articulating high schools. Call for additional information or refer to the catalog.

CAREER INFORMATION FOR GIRLS

Information available through

Women's Educational Equity Act Resource Center
Education Development Center, Inc.
Suite 200, 55 Chapel Street
Newton, MA 02158-1060

To order or to request a catalog, call (800) 793-5076 or fax requests to (617) 630-8402.

***Chart Your Course: Career Planning for Young Women* and *Building Partnerships: Career Exploration in the Workplace*—**Cost: $20/set
For high-school guidance counselors and school-based business pairings. Chart Your Course helps young women increase their self-awareness and understand how their interests can suggest career paths. *Building Partnerships* outlines planning activities and ways to implement student career institutes held on industry sites.

***The Equity Principal: Administrator's Handbook*—**Cost: $25
For administrators. The Equity Principal emphasizes the importance of including equity as a criterion for excellence in today's increasingly diverse population of learners and combines equity concepts with research on effective schooling and administration.

***Exploring Work: Fun Activities for Girls*—**Cost: $15
For middle-school girls. Gender-role stereotyping and gender bias keep girls from exploring a broad range of career options at a time when they are most likely to begin a career path for themselves. Written for and designed to be used by girls, *Exploring Work* contains over 50 pages of activities for girls in grades 6 through 8.

Gender-Equity Expectations and Student Achievement (GESA): Parent Handbook — Cost: $25.00
For parents and community groups. GESA for Parents can help parents become more aware of how they influence their children at home and how those influences relate to students' self-esteem and academic success.

***Gender-Equity Expectations and Student Achievement (GESA): Teacher Handbook*—**Cost: $30
For teachers and administrators. This tool will help teachers look at the impact of gender, race, and ethnic biases on their teaching and discover what happens when they reduce biases in their classrooms.

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Gender Equity for Educators, Parents, and Community—Cost: $4
For K–12 teachers, administrators, parents, and community programs. Challenge the thinking that limits your expectations for girls and boys. This booklet will help you recognize the limits of assumptions you didn't know you had and open your eyes to new options. It also (1) explains what Title IX is and how it supports equitable education, (2) teaches how to recognize and respond to gender bias, (3) provides gender-equity awareness exercises for teachers to use in K–12 classrooms, and (4) illustrates gender stereotyping and its relationship to students' successes.

Girls and Young Women Inventing: Twenty True Stories about Inventors Plus How You Can Be One Yourself—Cost: $12.95
For middle- and high-school science and career-education programs. Not just for girls and young women, this book will inspire and motivate all inventors ages 11 and up. *Girls and Young Women Inventing* includes real-life stories by successful young inventors, step-by-step instructions on how to be an inventor, up-to-date information about inventors' associations and organizations, a chronology of women inventors, quotations, and a comprehensive list of suggested readings.

Going Places: An Enrichment Program to Empower Students—Cost: $40
For middle- and high-school administrators, teachers, and counselors. Going Places, based on a project conducted in the San Diego City Schools, targets those middle-school students most at risk of dropping out. The 18-week curriculum addresses such topics as self-worth, success, values, and communication. Each topic builds upon the previous one to create a bridge between students' low self-esteem and lack of belief in school success to a positive self-image and, eventually, to high-school graduation.

Hand in Hand: Mentoring Young Women—Cost: $22, Book 1; $18, Book 2; $7.50, Book 3
For mentoring projects. One of our most popular products, *Hand in Hand* is now used by a wide range of mentoring programs. It provides guidelines for building relationships between students and businesses. Field-tested materials train career women of color to be effective mentors for high-school girls of color.

Book 1: Guide for Planning, Implementing, and Evaluating a Mentoring Program—This manual for workshop leaders provides guidelines for setting up programs and for establishing active partnerships between schools and businesses.

Book 2: Ideabook for Mentors—The Ideabook serves as the basis for workshop activities, as well as providing guidance for mentors and students for their time together.

Book 3: Student Career Journal—Students record their thoughts and insights as they learn about themselves, dispel fantasies about the future, and begin planning for a realistic adventure toward adulthood.

Images: A Workbook for Enhancing Self-Esteem and Promoting Career Preparation, Especially for Black Girls—Cost: $ 8.75
For middle and high schools. While exploring career options, young girls can learn a lot about themselves. *Images* helps young African-American students in grades 6 through 12 explore their attitudes, feelings, values, and interests. Students can use the workbook to keep a record of those classes and activities that are helping them develop skills in eight key areas and also to identify barriers that may interfere with their academic progress. Through photographs and autobiographical comments, 21 role models share their insights and experiences with students.

Infusing an Equity Agenda into Education—Cost: $20
For school districts and equity coordinators. To be used for staff development for infusing gender equity into the classroom.

Mariposa: A Workbook for Discovery and Exploration—Cost: $19.50
For middle and high schools. Today's young Latinas represent a vital part of the future and the world. *Mariposa* can help middle- and high-school Latinas develop the leadership and decision-making skills that will allow them to make inroads in all possible career paths. The workbook will guide students to an awareness of their personal power and potential to achieve both academically and socially. Students will also come to know important Hispanic women from the past and present.

School-to-Work Jump-Start Equity Kit—Cost: $15
These materials respond to the vision and requirements of the School-to-Work (STW) Opportunities Act and offer a variety of resources that will enhance and strengthen school-to-work programs. The kit is complete with (1) articles that examine the role of equity in school-to-work and skills standards; (2) activities and guidelines for school- and work-based learning; (3) a school-to-work fact sheet; (4) information on key programs, publications, and disaggregating data to ensure the success of all students; and (5) *WEEA's* invaluable STW resource booklet *School-to-Work: Equitable Outcomes.*

OTHER HIGHLY RECOMMENDED RESOURCES

The Real Game
Cost: $120, Facilitator's Kit; $30, Student Kit (will serve 10 students)

Available through

National Occupational Information Coordinating Committee (NOICC)
Training Support Center
1500 West Seventh Avenue
Stillwater, OK 74074-4364
(800) 654-4502
Fax: (405) 743-5154

The Real Game is an innovative, interactive, and experiential program in which students take on adult work roles and, by play-acting in them and completing classroom and research exercises, learn about many of the aspects of real life that they will soon face as adults: earning money, budgeting, deciding how earnings must be spent (housing, transportation), determining discretionary expenditures, evaluating job satisfaction, assessing personal aptitudes and inclinations, and planning for the future.

Choices **Series**

Available through

Academic Innovations
Suite 267
3463 State Street
Santa Barbara, CA 93105
(800) 967-8016
(805) 967-4357

Career Choices: A Guide for Teens and Young Adults: Who Am I? What Do I Want? How Do I Get It? **by Mindy Bingham and Sandy Stryker**—Cost: $22.95

For young adults 14 to 18 years old. This engaging, interactive book is designed to help young people visualize themselves in the future and devise a plan to achieve their goals.

Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning**, by Mindy Bingham, Judy Edwards, and Sandy Stryker**—Cost: $18.95

For middle-school girls. This book deals with gender-equity issues and precareer awareness.

GENDER EQUITY—NATIONAL ASSOCIATIONS

The American Institute of Architects
Career Information Department
Elliot Pavlos
1735 New York Avenue, NW
Washington, DC 20007
(202) 626-7358

American Association of Women Dentists
401 North Michigan Avenue
Suite 2200
Chicago, IL 60611
(312) 644-6610

American Medical Women's Association
465 Grand Street
New York, NY 10002
(212) 477-3788

American Society of Women Accountants
1255 Lynnfield Road
Memphis, TN 38119
(800) 326-2163

Association for Women in Math
4114 Computer Space and Sciences Building
College Park, MD 20742-2461
(301) 405-7892

Women in Chemistry
American Chemical Society
1155 Sixteenth Street, NW
Washington, DC 20036
(202) 872-4600

Women in Engineering Initiative
Suzanne G. Brainard, Director
101 Wilson Annex
University of Washington
Seattle, WA 98195-2135
(206) 543-4810

SELECTED RESOURCES FOR CAREER AND RELATED INFORMATION

Florida Department of Education
Division of Workforce Development
Barbara Gershman, Gender Equity Administrator
Florida Education Center
Room 754
325 West Gaines Street
Tallahassee, FL 32399
(904) 922-5790

For information on the Career Mentoring for Middle- and Junior-High-School Girls Project:

The National School-to-Work Learning and Information Center
Room 210
400 Virginia Avenue
Washington, DC 20024
(800) 251-7236

Florida School-to-Work Clearinghouse
Educational Services Program
Florida State University
251 Sliger Building
2035 East Dirac Drive @ Innovation Park
Tallahassee, FL 32310
(800) 428-1194 (Florida only)
(904) 644-5549
Fax: (904) 644-8257

E-mail: fl-stwc1@mailer.fsu.edu
Home Page: http:/ /www.fsu.edu/ ~flstwp/fl-stwtp.html

Leadership Development Program for Equity
University of South Florida
Wendy Helton, Program Director
4202 East Fowler Avenue
FAO 100u.226
Tampa, FL 33620-7750
(813) 974-3321

Ask for a list of the career and gender-equity resources available.

Florida Education and Employment Council for Women and Girls
Carol J. Darling, Executive Director
Room 179
College of Education
University of Central Florida
Orlando, FL 32816-1250
(941) 355-9613
Fax: (941) 351-6497

For gender-equity staff-development information:

Kathleen McKenzie
Room 179
College of Education
University of Central Florida
Orlando, FL 32816
(904) 725-8009
(904) 725-1483

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Department of Education
Tallahassee, Florida
Frank T. Brogan, Commissioner
Affirmative action/equal opportunity
employer

Division of Workforce Development

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